Reading Programme Strategy 2020-21

Intent

Background:

- Reading for pleasure is associated with higher vocabulary, greater understanding of the world and increased societal inclusion.
- Parents and particularly mothers are critical to the process of acquiring reading skills.
- Adventure, comedy and horror/ghost stories are the most popular choices of reading for pleasure in children.
- Research has indicated that while reading has increased with many pupils across the UK, reading for pleasure may be on the decline.
- Reading positively impacts academic attainment across all subjects and is associated with higher performing pupils.
- Boys are less likely to read for pleasure than girls.
- Pupils in lower socio-economic strata tend to read less than those in higher socio-economic strata.
- Praise and reward may offer reinforcement to a child's motivation for reading for pleasure.

(Rumbold, 2006)

- High quality talking before and after reading is essential.
- Reading skills such as skimming and scanning have to be modelled and taught.
- The reader responds to seeing a role model read.

(Barton, 2013)

Our vision for the new academic year - Intent:

1. Strong, positive role models will facilitate reading.
2. The reading sessions will be targeted at those most in need across the school.
3. Pupils will be identified and prioritised by evidence for the reading program.
4. Pupils will take ownership of the process through directing the talk and choosing the texts they intend to read. These may be fiction, non-fiction, blogs, newspaper articles or other forms of text.
5. Progress will be recorded continuously and measured and at allocated milestones.
6. Progress will be reviewed individually and holistically in order to inform continuous improvement.
7. Progress will be reported periodically to the SLT and Board of Trustees.

Motivation:

- A blend of intrinsic and extrinsic motivation will be adopted.
- The reading sessions are to be welcoming, informal, relaxed and driven by the pupil as much as possible.
- Points, praise and formative feedback are to be deployed by session leaders in order to ensure both intrinsic and extrinsic motivation continues.
- High quality conversations around the text are to be a key feature of the reading sessions.

Implementation:

What	When by	By Whom	Comments
Reading programme strategy created and agreed	Aug 20	SHA CSM	
Working File created and kept in F1	Aug 20	SHA	
Session Leaders briefed	11 Sep 20	SHA LDI SSM	
First term priority pupils identified	Aug 20	SHA	Reading tracker data. Phase One is KS4 BW, JM, NJ, KMa, KT, ME to Xmas 20
AEV to confirm library availability	11 Sep 20	AEV SHA	Alternative locations are Pod and F3
First session undertaken	08 Sep 20	LDI	BW.
End of Phase teacher assessments	Oct 20	LDI	Feedback and review meeting with SHA prior to Term 2
Salford reading tests	Dec 20	SHA	BW, JM, NJ, KMa, KT, ME data comparison.
End of phase teacher assessments	Dec 20	LDI	BW, JM, NJ, KMa, KT, ME
Second term priority pupils	Jan 21	SHA	CC, JWa, KP, KB, KH, KMed
Third term priority pupils	Mar 21	SHA	ML, JH, DG, KMu, SJ, ME
Staff feedback survey	Mar 21	SHA	
Pupil feedback survey	Mar 21	LDI	
First Report to CSM and Governors	June 21	SHA	
Pupil Reports	June 21	LDI/SHA	

Notes:
1. Pupils will be chosen for the scheme based on their proximity to examinations such as GCSE and Functional skills; the gap between actual age and current reading age. Also vectored in will be the pupil's willingness to engage at any particular time. Some pupils may be selected on the basis of stretching the ablest.
2. The duration of intervention will be assessed periodically and tailored to fit individuals. Those who make rapid progress may be replaced on the scheme by a reserve. Other pupils may have a longer engagement.
3. Allow time for choosing texts and do not be afraid to switch a text if it fails. Prioritise for fiction: adventure, comedy and supernatural. Consider non-fiction and graphic novels for more reluctant or younger readers.
4. Talking before reading can include: recaps, predictions, topical events mirrored, opinions of character motivation, etc.
5. Reading can be side to side. You read chunks to provide a break for the reader.
6. Challenge the reader on occasion to find a word, phrase or proof (skim and scan).
7. Pointing words out is better done above rather than below the word.
8. Talk about new words in context and practise their spelling.
9. Record new words into a word bank.
10. Give targets such as pace. Pausing for commas, intonation after a full stop etc.

11. Give formative feedback at the end.
12. Encourage home reading and allow texts to go home, but maintain a log and obtain parental input on a home diary sheet.

Impact:

Pupils will be measured for retention, behaviour and attainment outcomes across the school. Other measurable data relates to reading age tests and "attainment without levels" (PLC). Soft and hard data is to be recorded and processed as follows:

- A pupil reading diary is to be completed each session by the session leader showing the number of pages or paragraphs read and what was talked about.

- Points sheets will reflect the effort and attitude of each pupil in the reading session. House points can be awarded whenever a pupil reads or talks at levels above the minimum requirements set by the session leader.

- A Reading Session Data File will be maintained in the English Room F1 and made available to each session leader. It will contain:
  - A baseline reading tracker sheet for the academic year.
  - Individual pupil progress records (diary sheets).
  - An end of term summary sheet for each pupil containing a session leader progress assessment.

- Reading tests biannually using Salford will contrast pupil progress during the reading programme with stronger readers and record the level of *catch-up* achieved.

- The English PLC will record progress in the "Reading" and "Speaking and Listening" components that have been achieved as a direct result of the reading programme. These will be placed in a different colour to distinguish them.

- A briefing of staff across the school will raise awareness of the programme and allow teachers to participate in an annual survey to gauge perceived effectiveness and ideas for continuous improvement.

- Pupil Reports will contain discrete feedback related to the reading sessions and reported periodically to parents. The session leader will complete these.

Dates	Amount read and comments	Signatures
Session 1		
Session 2		
Session 3		
Session 4		
Session 5		
Session 6		
Termly feedback and pupil response		

Name: Text:

My Story Word Bank

Name:	Text:
Word	Meaning